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tion. The qualifications of general-science teachers are presented, with a discussion of the possibilities of securing the necessary training in different types of educational institutions. A helpful feature of the book is the amount of reference material given at the close of each chapter and at the end of the book.

This book will undoubtedly be of great value to all persons who are interested in the teaching of general science. It should be of equal value to the teachers of special sciences in giving them the spirit and meaning of the general-science movement, and this applies to teachers in colleges and universities as well as to secondary-school teachers.

H. W. NUTT

New social-science material.—Perhaps partly because of the war, there has developed a tremendous interest in matters of citizenship and training in citizenship and with it a corresponding emphasis on the social studies. Various committees have been appointed, have met, and have advocated radical changes in all courses relating to these sciences. Educational theorists have asked that the social aspects be emphasized in the teaching of all of the courses in the public-school curriculum. In spite of the agitation the movement has resulted in little change in the courses offered in our schools. The reason is not far to seek. Practical school men say that it is impossible to present the courses asked for with the available textbooks, and that if the books were supplied it would still be necessary to train a group of teachers to present the subjects from the new point of view.

It is encouraging to note, therefore, that textbook writers are making an attempt to embody at least some of these ideas in new books. One writer says that "the course of civics study should be shaped so that it will provide the key to useful community service and to wise participation in public affairs." The material in the text¹ is divided into five parts: "Citizenship," "The Nation," "The State," "The Local Community," and finally, "The Parties." The purpose of this grouping is to make possible an arrangement of the work in a different sequence if the local conditions so dictate. The frank treatment of the parties and how party rule is carried on is another departure from the usual text, which avoids the question wherever possible. In his suggestions to teachers the author shows how the investigation of civic problems can be carried on by the pupils and reported in class, the students thereby learning to do by doing. The book is pleasingly gotten up; the illustrations are interesting, and the material is well written. It should be a good text in the hands of a good teacher.

ERNST E. WELLEMEYER

¹ JOHN B. HOWE, *New Era Civics*. Syracuse, N.Y.: Iroquois Publishing Co., 1922. Pp. x+420.